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# Volume 5, Issue 4

St. Norbert College

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# INSTITUTIONAL EFFECTIVENESS

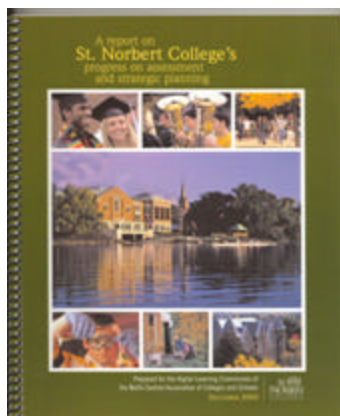
Volume 5, Issue 4

January 30, 2006

## ASSESSMENT NEWS

### Focus Visit Report Distributed

SNC's Focused Visit Report on Assessment and Strategic Planning was sent to the Higher Learning Commission and the Focused Visit Team on December 23, 2005. The report addresses the two areas of concern in three different ways. It begins with a detailed narrative describing our progress in assessment and strategic planning since the comprehensive site visit in December, 2001. A second section responds point by point to the 2001 site team's critique. The final section identifies the relevant criteria from the current accreditation standards (the accreditation standards have changed since our 2001 review) and offers evidence of compliance.



The full report as well as the electronic evidence templates can be accessed on the OIE web site under "Accreditation". Later this week, hard copies of the report will be distributed to the President and AAC, the Academic Committee of the Board of Trustees, members of the Dean's Council, Discipline and Program Coordinators, Student Life and Mission & Heritage Directors, members of SPRAAC, and the Assessment Committee. Copies will also be placed in the Todd Wehr Library and the lounges of the primary academic buildings.

### A Last Appeal--At Least for a While

Preparation for the Higher Learning Commission Focused Visit on Assessment and Strategic Planning (March 6-7, 2006) is continuing. The visiting

team has already begun to review the report and supporting materials. Dr. Rutter has corresponded with Dr. Richard Hanson, Augustana College, Sioux Falls, South Dakota (the Focused Visit Chair) and is awaiting his suggested schedule for meetings. The OIE will likely be contacting many program assessment or discipline coordinators in the next few weeks to set up meetings with the accreditation team.

Although the visiting team has already begun its review, it is not too late to modify plans or add additional reports to the OIE web site. In fact, the OIE has received five new assessment reports since the report was sent to the visiting team. Additional reports are welcome and demonstrate continued momentum. There are still a few disciplines that have outdated assessment plans on the web or have not filed an assessment report for some time. If time permits, here's...

### What You Can Still Do to Help

- Look for your discipline/program under "Learning Outcomes Assessment" on the OIE web site. Determine whether the documents there represent your assessment effort completely. Update or add evidence as appropriate.
- Complete any assessment work that is nearly finished. Submit any new reports to the OIE.
- Review the draft Focused Visit Report and be able to describe in general SNC's three-level assessment strategy.
- Be willing to share your discipline/program assessment strategy, key findings, and actions derived from analysis of your data with the visiting accreditation team.
- Establish a reasonable/sustainable assessment cycle for your discipline/program. Plan to do something manageable each year.
- Celebrate how far we've come in four short years and accept the OIE's thanks for all of the time and effort invested in student learning outcomes assessment.

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### Assessment Conference Possibilities

Assessment Conference at Texas A&M University: Putting Assessment to Work, February 23-25, 2006, Hilton Hotel, College Station, TX.

Association of American Colleges and Universities, General Education and Outcomes That Matter in a Changing World, March 9-11, 2006, Phoenix, Arizona.

Higher Learning Commission, The Future-Focused Organization: 2016--Ready or Not? March 31-April 4, 2006, Hyatt Regency, Chicago, IL.

AIR 2006 Forum: Effectiveness through Diversity, May 14-18, 2006, Sheraton Chicago Hotel, Chicago, IL.





<b>Opinions and Attitudes of Freshman Men and Women Entering SNC from 2001-2005*</b>										
<b>Percent freshmen indicating that they "strongly agree" or "somewhat agree" with statement</b>										
	<b>Males</b>					<b>Females</b>				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Too much concern for rights of criminals	68.5	68.0	64.7	67.3	67.8	68.1	65.0	58.8	54.0	50.2
The death penalty should be abolished	29.5	37.4	30.9	36.0	36.2	38.6	45.7	43.4	46.9	46.5
Same-sex couples have right to marital status	50.2	43.1	46.5	45.3	35.5	72.1	60.2	63.3	60.3	65.0
Colleges should prohibit racist/sexist speech	53.8	54.7	50.5	59.6	54.3	71.0	62.3	66.5	67.4	65.4
Wealthy people should pay more taxes	55.2	47.3	50.2	49.8	54.3	56.9	51.0	52.6	57.5	58.0
An individual can do little to change society	21.4	21.2	22.0	31.0	25.3	17.4	19.9	19.6	16.5	17.5
Approximate total respondents by survey year:										
2001 = 519, 2002 = 470, 2003 = 490, 2004 = 495, 2005 = 455										
<b>Percent freshmen rating selves "above average" or "highest 10%" compared with average person of his/her age in:</b>										
	<b>Males</b>					<b>Females</b>				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Academic ability	68.3	74.6	76.6	69.8	71.7	70.8	72.8	73.4	74.1	65.1
Writing Ability	42.2	53.5	54.1	51.7	54.0	49.0	54.1	51.5	53.2	47.5
Mathematical ability	49.8	51.0	45.6	40.1	45.5	37.3	38.4	39.3	38.9	35.7
Computer skills	44.9	44.1	55.3	42.1	49.0	17.7	26.6	30.0	27.2	27.1
Drive to achieve	72.4	72.8	71.8	67.8	74.7	77.4	77.2	78.6	75.0	72.9
Leadership ability	74.2	77.2	73.4	72.3	80.7	62.7	62.3	60.3	68.3	67.1
Social self-confidence	59.4	59.4	62.9	59.4	62.6	39.3	42.9	44.2	43.7	47.5
Intellectual self-confidence	69.8	73.8	71.7	69.2	71.7	49.3	57.8	54.9	52.9	49.0
Approximate total respondents by survey year:										
2001 = 525, 2002 = 470, 2003 = 490, 2004 = 495, 2005 = 453										
<b>Percent freshmen indicating objective is "essential" or "very important"</b>										
	<b>Males</b>					<b>Females</b>				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Becoming an authority in my field	59.0	64.2	56.1	55.9	57.3	58.7	59.0	53.4	51.0	46.1
Influencing the political structure	19.0	18.6	23.3	18.9	25.6	15.1	12.8	13.5	10.9	15.7
Influencing social values	33.6	40.7	34.1	34.5	39.7	45.8	45.5	40.4	43.0	46.1
Raising a family	76.1	77.8	80.6	79.9	80.4	80.9	82.0	83.9	80.1	86.3
Being very well off financially	77.9	77.5	79.6	71.9	74.4	61.0	64.8	62.3	60.3	64.2
Helping others in difficulty	60.4	55.4	54.4	51.2	62.8	72.3	71.5	75.0	77.5	75.4
Helping to promote racial understanding	27.5	26.1	23.3	23.8	23.7	29.1	27.5	30.0	34.2	30.6
Integrating spirituality into my life	37.6	41.4	36.4	32.7	45.2	48.8	44.0	44.8	52.9	46.3
Approximate total respondents by CIRP survey year:										
2000= 505, 2001 = 520, 2002 = 470, 2003 = 490, 2004 = 495, 2005 = 453										
*data from annual administration of CIRP survey from Higher Education Research Institute (HERI)										

### ASSESSMENT RESOURCES

Robert A. Rutter, A.V.P. for Institutional Effectiveness (403-3964)  
 Jack Williamsen, Retention Coordinator/Data Analyst (403-3993)  
 Patricia Wery, Administrative Assistant (403-3855)  
 Joanne Blascak, Data Retrieval Specialist (403-3238)  
 Deborah Anderson, Natural Sciences Assessment Specialist (403-3199)  
 Ray Zurawski, Academic Programs Assessment Specialist (403-3202)  
 Nicholas Gilson, Student Research Assistant (403-3855)  
 Travis Vanden Heuvel, Student Research Assistant (403-3855)



## ST. NORBERT COLLEGE AT A GLANCE - 2005-2006

### Academics

Number of Majors Offered	30
Number of Minors (unaffiliated) Offered	7
Number of Graduate Programs	2
Master of Science in Education	
Master of Theological Studies	

### Undergraduate Admissions (Fall 2005)

First-Time, First-Year Freshmen Applications	1683
First-Time, First-Year Freshmen Admitted	1453
Acceptance Rate	86%
First-Time, First-Year Freshmen Enrolled	511
Yield Percentage (Enrolled as % of Accepted)	35%
Transfer Applications	103
Transfers Enrolled	46

### Admission Quality (Fall 2005)

Average ACT Composite	24
Average High School GPA	3.2
Percent in top tenth of their high school graduating class	24%

### Student Enrollment (Fall 2005)

Full-time Undergraduate	1922
Part-time Undergraduate	65
Total Undergraduate	1987
Total Graduate	63
<b>Total Enrollment (Fall 2005)</b>	<b>2050</b>

### Gender - Undergraduates

Men	43%
Women	57%

### Ethnicity - Degree-Seeking Undergraduates (Fall 2005)

Nonresident Aliens	2%
Black, non-Hispanic	1%
American Indian or Alaskan Native	1%
Asian or Pacific Islander	1%
Hispanic	2%
White, non-Hispanic	92%
Race/Ethnicity Unknown	1%

### Geographic Representation

States represented	22
Foreign Countries represented	16

<b>Percent of Residential Students (Fall 2005)</b>	<b>77%</b>
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### Largest Undergraduate Majors (% of Degrees Granted 04/05)

Business	20%
Elementary Education	11%
Communications	11%

### Degrees Awarded (2004-2005)

Undergraduate (First Majors Only)	462
Graduate	10

<b>Four year graduation rate (1999 Cohort)</b>	<b>64%</b>
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<b>Six year graduation rate (1999 Cohort)</b>	<b>71%</b>
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<b>Freshmen to Sophomore Retention Rate (2004 Cohort)</b>	<b>88%</b>
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<b>Student/Faculty Ratio (Fall 2005 Undergraduate)</b>	<b>13.8/1</b>
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<b>Average Class Size (Fall 2004)</b>	<b>20</b>
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### Instructional Faculty (Fall 2005)

Full-time Instructional Faculty	109
Part-time Instructional Faculty	68
Part-time Instructional Faculty - Full-time Equivalent	32
Percent of Instructional Faculty that are female	38%
Percent of Instructional Faculty that are male	62%
Percent of Full-time Instructional Faculty with a doctorate, first professional, or other terminal degree	92%

<b>Total Employees - Faculty and Staff (Fall 2005)</b>	<b>615</b>
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### Financial Aid (Fall 2004)

Percent of students receiving aid	96%
Average financial aid award per recipient	\$ 16,308
Average need-based institutional grant of full-time UGs	\$ 11,568
Percent of First-time, First-Year Freshmen need that was met	88%
Percent of Undergraduate student need that was met	86%
Average financial indebtedness of graduates who were financial aid recipients	\$ 20,770

### Tuition & Fees (2005-2006)

Tuition	\$ 22,209
Fees	\$ 300
Room & Board	\$ 6,068

### Finances (Fiscal year 2005)

Endowment (5/31/05)	\$52.1 mil.
Operating budget	\$46.0 mil.
Expenses:	
Instruction	26.3%
Research	0.9%
Public Service	1.0%
Academic Support	7.8%
Student Service	13.7%
Institutional Support	21.8%
Operation and Maintenance of Plant	6.0%
Auxiliary Enterprises	16.3%
Interest on Indebtedness	0.7%
Depreciation	5.5%
% of Revenue from Tuition & Fees	46.9%

### Campus Life

Registered clubs and organizations	68
Fraternities and Sororities	9
Percent of students who join fraternities/sororities/organizations	41%
National Honor Society Chapters on SNC campus	8
Student Publications	2
Musical performance ensembles (band and choral)	5

### Intercollegiate Sports

Men: Baseball, basketball, cross country, football, golf, ice hockey, soccer, tennis, and track and field (indoor & outdoor)	10
Women: Basketball, cross-country, golf, soccer, softball, tennis, track & field (indoor & outdoor), volleyball, swimming & diving	10

**Placement:** More than 95% of SNC students are employed or attending grad. school when surveyed 9 months after graduation.

### Advancement

Total Gifts and Private Grants (2004-2005)	\$6.8 mil.
Alumni of Record (Fiscal year ending 5/31/05)	17,319
Alumni Participation Rate (Fiscal year ending 5/31/05)	22%

<b>U.S. News Ranking-MidWest Comp. Colleges 2006 Edition</b>	<b>4th</b>
History: 2005 - 4th 2004 -3rd; 2003 -4th; 2002 -3rd; 2001 -2nd	